Try out the **TEACH 2.0 Quiz**

At school, we are really good at preparing our students for:

Answer: ____________________________
When students matriculate to the next grade level or graduate, they are able to:

Answer: ____________________________

In class, our students demonstrate Rigor and Relevance beyond the standard curriculum by:

Answer: ____________________________

In class, our students demonstrate Rigor and Relevance prior to the High Stakes Test by:

Answer: ____________________________
Our staff promotes authentic student inquiry by:

Answer: ____________________________

Now, take a minute and share your responses with that trusted colleague sitting to your left or right.

Big Ideas
For the past eight years, the LoTi Level across the nation has remained constant. Which level?

- Level 5 - Expansion
- Level 6 - Refinement
LoTi Framework

- Level 0 - Nonuse
- Level 1 - Awareness
- Level 2 - Exploration
- Level 3 - Infusion
- Level 4a - Integration: Mechanical
- Level 4b - Integration: Routine
- Level 5 - Expansion
- Level 6 - Refinement

---

LoTi Framework

- Level 0 - Nonuse
- Level 1 - Awareness
- Level 2 - Exploration
- Level 3 - Infusion
- Level 4a - Integration: Mechanical
- Level 4b - Integration: Routine
- Level 5 - Expansion
- Level 6 - Refinement

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TEACH 2.0

**Big Idea #2**
TEACH 2.0

- **Higher order thinking**
- **Engaged learning**
- **Authentic connections**
- **Technology use**

**H.E.A.T. Analysis**

<table>
<thead>
<tr>
<th>Category</th>
<th>Low/High</th>
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<tbody>
<tr>
<td>Higher order thinking:</td>
<td>____</td>
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<td>Engaged learning:</td>
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<td>Authenticity:</td>
<td>____</td>
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<td>Technology use:</td>
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Now, take a minute and share your H.E.A.T. Analysis with that same trusted colleague sitting to your left or right.
TEACH 2.0

Progressing Toward Teach 2.0

Continuous Improvement Plan

- Are we challenging today's interactive generation to think, solve problems, and apply their learning?
What is today’s Interactive Generation?
Today's Interactive Generation (D.N.)

Think different.

Education

Why teach Technology?

A Vision of K-12 Students Today
Students will use engaging technology.

A Vision of K-12 Students Today
Students will use engaging technology.
Today’s Interactive Generation (D.N.)

Engaged in Social Networking

- Multi-taskers
- Desire Instant Rewards
- Parallel Processors

Need Instant Gratification

- Digitally Proficient

Prefer Multimedia over Text

Jukes and Dosaj (2003)
Isolated Learning Environments

Focus on Subject-matter Behaviorism
Teacher-centered Compliant Learning

Didactic Teaching Web 1.0 Tools

Fragmented Curriculum

LoTi 0 LoTi 1 LoTi 2

TEACH 1.0

Fragmented Curriculum
Focus on Subject-matter Behaviorism
Teacher-centered Compliant Learning

Didactic Teaching Web 1.0 Tools

Isolated Learning Environments
TEACH 2.0

Isolated Learning Environments

**Fragmented Curriculum**
- Didactic Teaching
- Behaviorism
- Teacher-centered
- Web 1.0 Tools

**Integrated Curriculum**
- Didactic Teaching
- Behaviorism
- Teacher-centered
- Web 1.0 Tools

**Connectivism**
- Teacher-centered
- Web 1.0 Tools
**Collaborative Learning Environments**

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**Collaborative Learning Environments**
TEACH 2.0

Focus on Learner

Connectivism

Student-centered

Engaged Learning

Collaborative Learning Environments

Integrated Curriculum

Didactic Teaching

Web 2.0 Tools

Inquiry-based Learning

Web 2.0 Tools
TEACH 2.0
Enrichment Triad
EBAM
Problem-based Learning

Socratic Circles
Group Investigation

Inquiry-based Learning

Synectics

Moving Toward TEACH 2.0
LoTi 3
LoTi 4A
LoTi 4B
LoTi 5

LoTi 6: TEACH 2.0 In-Action

Learning is:
Whatever....
Whenever....
Wherever....
With Whomever....

Whatever....
Whenever....
Wherever....
With Whomever....
### Is this TEACH 1.0 or TEACH 2.0?

#### Teach 1.0 vs Teach 2.0

<table>
<thead>
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<th>Teach 2.0</th>
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<td>Teacher-centered</td>
<td>Student-centered</td>
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<tr>
<td>Didactic Teaching</td>
<td>Inquiry-based Teaching</td>
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<tr>
<td>Web 1.0</td>
<td>Web 2.0</td>
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<tr>
<td>Content-based Assessments</td>
<td>Performance-based Assessments (Real World)</td>
</tr>
<tr>
<td>Learning restricted by Physical Space</td>
<td>Anytime, anywhere Learning</td>
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<tr>
<td>Controlled Flow of Knowledge</td>
<td>Unlimited Flow of Knowledge</td>
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### TEACH 2.0

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

- Alvin Toffler
Why TEACH 2.0?

Four Mega-Trends

The World Got Flatter

- Globalization 1
- Globalization 2
- Globalization 3
Four Mega-Trends
*Digital Natives entered the Schools*

- Engaged in Social Networking
  - Multi-taskers
  - Desire Instant Rewards
  - Parallel Processors
  - Need Instant Gratification
  - Digitally-Proficient
  - Prefer Multimedia over Text

*Jukes and Dosaj (2003)*

Four Mega-Trends
*The Internet became Interactive*

- Web 2.0 Tools and Applications
  - ROBO.IO
  - Milo
  - 8tracks
  - 1stWebDesigner
  - Fonts
  - Visitor
The total number of minutes spent on Facebook surged 700% to 13.9 billion in April, 2009 from 1.7 billion a year ago.

Four Mega-Trends

High Stakes Testing took Control

The World Got Flatter

Digital Natives entered the Schools

The Internet became Interactive

High Stakes Testing took Control
Turning Up the **H.E.A.T.**

- Higher order thinking
- Engaged learning
- Authentic connections
- Technology use

---

**Why**

**H.E.A.T.**

---

**Increasing the H.E.A.T. means**

Promoting Daggett’s Quadrant D Learning
<table>
<thead>
<tr>
<th>Rigor/Relevance Framework</th>
<th>Application</th>
<th>A</th>
<th>Acquisition</th>
<th>X</th>
<th>Knowledge</th>
<th>C</th>
<th>Adaptation</th>
<th>X</th>
<th>Evidence</th>
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**Turning Up the H.E.A.T.**

*Increasing the H.E.A.T. means*

- Promoting 21st Century Skills & Themes

**Turning Up the H.E.A.T.**

*Increasing the H.E.A.T. means*

- Reinforcing Research-based best Practices
Marzano Strategies

- Reinforcing Effort & Providing Recognition
- Homework and Practice Setting Objectives & Providing Feedback
- Summarizing and Notetaking
- Non-linguistic Representations
- Cues, Questions, and Advance Organizers
- Cooperative Learning
- Identifying Similarities and Differences
- Generating and Testing Hypotheses

Turning Up the H.E.A.T.

*Increasing the H.E.A.T. means*

**UNDERSTANDING by DESIGN**

Promoting the principles embedded in Understanding by Design

Turning Up the H.E.A.T.

*Increasing the H.E.A.T. means*

**LoTi**

Elevating LoTi levels in the classroom
Increasing the H.E.A.T. means transitioning from TEACH 1.0 to TEACH 2.0.

How does Teach 2.0 impact student achievement?
What Research-based Practices support Teach 2.0?

- Promoting shared expertise through networked collaboration
- Bolstering purposeful inquiry through student questions
- Personalizing and globalizing content by making authentic connections
- Accelerating individual growth through vertical/horizontal differentiation
- Anchoring student learning with digital-age tools and resources
- Clarifying student understanding with formative assessments
Draft DaL Best Practices Criteria

- Aligned to the NETS-S
- Demonstrated statistically-significant impact on student achievement based on two or more meta-analyses
- Employed existing classroom digital tools and resources
- Results generalizable to any K-12 classroom

Shared expertise through networked collaboration

Look-Fors:

- Students able to articulate a common group goal
- Evidence of student problem-solving and/or issues resolution
- Individual and group accountability structures in place
- Employment of digital tools and resources (e.g., blogs, wikis, discussion forums) to promote collaboration

Purposeful inquiry through student questions

Look-Fors:

- Student-generated questions drive the inquiry
- Evidence of one or more teacher-generated Focus Activities
- Presence of complex thinking processes
- Presence of a student-centered learning environment
Making authentic connections to the content

**Look-Fors:**

- Learning connected to one or more 21st Century Themes
- Outcomes require sustained investigation
- Emphasis on multiple interpretations and outcomes
- Learning possesses an interdisciplinary perspective

Individual growth impacted by vertical/horizontal differentiation

**Look-Fors:**

- Adjustments to the content, process, and/or product based on learner readiness, profile, and interests are documented
- Presence of learning centers/stations
- Digital tools and resources adjusted to the needs of the learner
- Multiple LoTi levels simultaneously employed in the classroom

Purposeful use of digital-age tools and resources

**Look-Fors:**

- Emphasis on content and process skills; not the digital tools
- Digital tools used at a LoTi 3 and higher
- Digital tools used in conjunction with clear, measureable achievement goals
- Use of digital tools is purposeful and intentional


Use of formative assessments for content understanding

**Look-Fors:**

- Follow-up interventions are timely, targeted, and based on student data
- Adequate wait time given for student responses
- Framed questions apply directly to content understanding
- Digital tools and resources (e.g., blogs, wikis, discussion forums) used for student feedback

**Draft Digital-age Learning Best Practices**

- Promoting shared expertise through networked collaboration
- Bolstering purposeful inquiry through student questions
- Personalizing and globalizing content by making authentic connections

**Draft Digital-age Learning Best Practices**

- Accelerating individual growth through vertical / horizontal differentiation
- Anchoring student learning with digital-age tools and resources
- Clarifying student understanding with formative assessments
How do schools progress toward Teach 2.0?

Continuous Improvement Plan

Assessing Critical Components:
• Identify target student population
• Use valid and reliable assessment measures
• Provide timely turn-around for analysis

Sample Steps:
• LoTi Digital-age Survey Implementation/Analysis
• Benchmark Assessment Data Analysis

LoTi Continuous Improvement

LoTi Digital-Age School Samples
• 53% of targeted staff members currently at a LoTi 2
• Benchmark assessments administered once per quarter
• Seven days to score and analyze benchmark data
NETS - T (Teachers)
- Digital Age Work and Learning
- Digital Age Learning Experiences and Assessments
- Student Learning and Creativity
- Professional Growth and Leadership
- Digital Citizenship and Responsibility

LoTi Continuous Improvement
Planning Critical Components:
- Clear and measurable goals
- Defined performance measures
- Well-designed and articulated action plan

Sample Steps:
- Next Steps Action Plan
- Individualized Professional Development Plan

LoTi Digital-Age School Samples
- 80% of students will achieve Proficient and/or Advance
  Proficient on the statewide standardized test
- Targeted staff will achieve a LoTi 3 Implementation
- Targeted staff will sustain a CIP Intensity Level 4

Continuous Improvement – Plan

Individualized Professional Development Plans
Professional Development Planning

TEACHER CASE STUDIES - PROFILE #1

Name:  Suzy Creamcheese  
School:  Alexandria Elementary School  
Grade Level:  3rd Grade  
Available Technology:  4 to 1 student to multimedia computer ratio; Wireless environment  
Years Teaching:  2 Years

Professional Development Planning

CURRENT INSTRUCTIONAL PRACTICES (CIP):
At a CIP Intensity Level 5, the participant’s instructional practices tend to lean more toward a learner-based approach. The essential content embedded in the standards emerges based on students “need to know” as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills. The types of learning activities and teaching strategies used in the learning environment are diversified and driven by student questions. Both students and teachers are involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed.

Professional Development Planning

PERSONAL COMPUTER USE (PCU):
A PCU Intensity Level 2 indicates that the participant demonstrates little to moderate fluency with using digital tools and resources for student learning. Participants at Intensity Level 2 may occasionally browse the Internet, use email, or use a word processor program; yet, may not have the confidence or feel comfortable using existing and emerging digital tools beyond classroom management tasks (e.g., grade book, attendance program). Participants at the level are somewhat aware of copyright issues and maintain a cursory understanding of the impact of existing and emerging digital tools and resources on student learning.
What level should Suzy Creamcheese’s LoTi Level be in 12 months?

What professional development interventions would help her reach that goal?
Implementing Critical Components:

- Targeted interventions at LoTi 3 and above
- Modeling of Digital-age Learning Best Practices
- Interventions consistent with Benchmark data

Sample Steps:

- H.E.A.T. Strategies
- Certified LoTi Mentors

LoTi Digital-Age School Samples

- Lesson Makeovers
- Web 2.0 Integration
- Inquiry-based Investigations

Web 2.0 Tools

http://www.gotoweb2.0.net
Which inaugural speech belongs to President Kennedy and which inaugural speech belongs to President Obama.

Defend your response.
Students in a 7th grade social studies class elicit feedback for a community survey from business professionals, homeowners, city governmental officials, and teachers on campus about the wording of their survey questions.
Sustain

Sustaining Critical Components:
• Accountability measures in place
• Results-driven
• Participation by all stakeholders

Sample Steps:
• Classroom Walkthroughs with H.E.A.T.
• Peer Mentoring Program

LoTi Digital-Age School Samples
• Reflective practice following Classroom Walkthroughs
• Targeted staff conduct peer observations
• Analyze aggregate Classroom Workthroughs with H.E.A.T. data

What gets measured, gets IMPROVED!

Continuous Improvement – Sustain

LA FITNESS

What gets measured, gets IMPROVED!

TEACH 2.0

What gets measured, gets IMPROVED!
Research-based Best Practices

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
- Generating and testing hypotheses
- Activating prior knowledge (cues, questions, and organizers)
Research-based Best Practices

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Digital-age Learning Best Practices

- Promoting shared expertise with networked collaboration
- Bolstering inquiry through student questions
- Making authentic connections
- Using horizontal/vertical differentiation
- Anchoring student learning with digital tools/resources
- Implementing formative assessments
Digital-age Learning Best Practices

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Classroom Walkthroughs with H.E.A.T.

H.E.A.T. Walkthroughs:

✓ A structured snapshot that provides feedback as to the amount of H.E.A.T. generated by students in the classroom resulting in an overall LoTi and CIP score.

H.E.A.R.T. Individual Walkthrough Observation Report
Quick Recap
Problem-based Learning

Enrichment Triad

- Synectics
- Inquiry-based Learning
- Socratic Circles
- Group Investigation
- Event-based Science

What would happen if we merged…

Research-based Best Practices

- Identifying similarities and differences
- Summarizing and note-taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting goals and providing feedback
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Draft Digital-age Learning Best Practices

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- Making authentic connections
- Using horizontal/vertical differentiation
- Anchoring student learning with digital tools/resources
- Implementing formative assessments

With…

...in terms of student academic growth and digital-age learning?
You have to **Inspect** what you **Expect**!

May the **LoTi** be with you always!

— Dr. Chris Moersch